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Created on Saturday, 09/13/2008 7:04 PM by Jan Clewett

Updated on Sunday, 09/14/2008 6:14 PM by Jan Clewett

OMG what an exhaustive last 8 wks!. I wish I could say that I have enjoyed writing the belief statement but I would be lying. It is a little like extracting teeth! Not at all pleasant. However I am feeling liberated now it is done. A great sense of achievement. Transformative? The jury is out.

Thanks so much Carmel for your support. I don't think I could have finished this without you being there. You have been my rock. When things have been rough I know you have been there for me and I hope I have given you the support back.

I must admit I do not enjoy learning theory and I do not enjoy writing about it. I can think about it, understand it, believe in it and put it into practice very easily but to sit down and write about it.....sorry it is not my forte.

I am a doing person. I love doing. I love creating worthwhile learning experiences for my students and making ICT's integral to learning. I cannot wait to get back to dedicating my time to that purpose. That is really what I enjoy doing. I enjoy learning with my students not proving that I do all the things involved in this advanced licence.

I am really disappointed with the negative experience my students have had accessing blackboard this term. It makes using the thing more problem than it is worth in my school. I am such a big blackboard fan and when I first started using it all my class could access everything on a daily basis without the problems. It has been a total frustration. It is like I have been a member of the converted faith and now someone has rewritten the bible. They are certainly going to have to work hard to keep me as a dynamic member of the fold. How can I possibly encourage my staff and colleagues in other schools to use it when I know that the class will not be able to login at the same time. Makes a joke of the usefulness of the blogs, wikis and discussions when only 4 students can login at a time and they have to sit and stare at a blank screen for almost 10mins before they do so. I think I have contacted everyone I can possibly contact about the problem and from the feedback it is not just regional areas but the problem is endemic. I do wonder if someone in Education Queensland is examining this problem.

Thank you Wendy and Monika for the time you have dedicated to this course. Wendy your passion for this shows and I commend you. Maybe after I do some solid reflection I will have a more positive outlook about the whole process however there has not been the communication, collaboration or sharing that I have enjoyed in the MOC course, my USQ courses or the CIC course. I really enjoy that aspect of online courses. I realise that the participants involved in this course are incredibly busy and the process is an incredibly time consuming process to boot.

Maybe I will add a little more following the holidays after I have rested, recovered somewhat and reflected.

Beliefs ([permalink](#)) - [edit](#) | [history](#) | [delete](#)

Created on Tuesday, 08/12/2008 4:22 PM by Jan Clewett

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Views on Knowledge, Learning, Teaching and ICT

<p>How do you view knowledge? What do you believe knowledge to be? How do you believe we acquire knowledge</p>	<p>I believe knowledge is the information we all possess which includes facts, ideas, beliefs, experiences, principles, values, how we feel, motivation and our general awareness of what surrounds us.</p> <p>Davenport and Prusak (1998 page 5) define knowledge as</p> <p>"A fluid mix of framed experience, contextual information, values and expert insight that provides a framework for evaluating and incorporating new experiences and information."</p> <p>I believe that knowledge provides a framework that we are continually building upon incorporating new experiences and information as we grow and mature. New knowledge building is a continuous process as new ideas are connected with prior knowledge. Knowledge acquisition occurs from interaction with people, experiences, experimentation, investigation and reflection.</p>
<p>Based on your view or belief: Share an example of how you approach knowledge in practice that reflects your belief in this view.</p>	<p>I promote knowledge acquisition in my teaching practice by providing opportunities for students to build on previous knowledge through applying and overlaying new concepts to their prior knowledge framework. My classroom provides experiences for students to connect information to both past and present knowledge through investigation and experimentation as well as collaboration with fellow students, teachers and outside experts. By challenging my student's own interests and talent in a supportive, productive and positive working environment and allowing time for reflection of those ideas, I maximise my student's knowledge acquisition and retention.</p>
<p>How does this influence your view of learning? Based on what you believe about knowledge: How do you believe people learn</p>	<p>Individuals construct new knowledge from their experiences. They learn best when these new experiences build on to an existing framework of experiences without changing the framework. This is the theory of constructivism. When knowledge is acquired or built upon through interaction with the environment, then we say that "learning" has taken place. This learning may occur from observation of things happening around you, direct involvement or practice of a skill, interaction with people, reflective practices and sometimes just maturation.</p> <p>"Learning occurs when experience causes a relatively permanent change in an individual's knowledge or behaviour. The change may be deliberate or unintentional, for better or for worse. To qualify as learning, this change must be brought about by experience – by the interaction of a person with his or her environment. ... the changes resulting from learning are in the individual's knowledge or behaviour" Woolfolk (1998). When we have a definite reason or a passionate interest in what we are learning, learning occurs easily. By embedding learning in these types of experiences, learning can be maximised.</p> <p>I believe we all learn differently. Gardner recognises "that there exists a multitude of intelligences quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early "naive" theories that challenge the natural lines of force within an intelligence and its matching domains." We all identify with our strengths of learning. We may be a visual, audio or hands on learner. When as a teacher we can meet a students learning needs, then optimum learning can occur. By offering students choice, they take control of their own learning by clarifying their learning goals. By providing multiple learning experiences using both written and oral communications, audios, videos, interactive opportunities, we can optimise the learning outcomes for students.</p> <p>As learners in the 21st Century, we must recognise that knowledge is being accumulated at an ever increasing rate. With an exploding knowledge bank, we must become increasingly selective in the knowledge we access as it is impossible to know everything. We need to identify with the knowledge that we require and know how to access that knowledge when and if it is needed. We need to be able to distinguish between what is useful knowledge and what is irrelevant at that point in time.</p>

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<p>Based on your view or belief: Share an example of how you approach learning in practice that reflects your belief in this view.</p>	<p>I believe 21st Century learning is about giving students opportunities to direct their own learning. Learning experiences that are integrated and connected to the world within a problem based curriculum give meaning to learning. By providing open ended experiences with choices, my students have opportunities to develop learning pathways along their own interest areas.</p> <p>I understand that when students are engaged in what they enjoy doing, they learn best and learning is retained more. When we take ownership of our own learning, it reflects in our enjoyment and we are more likely to go beyond gaining factual knowledge. Learning that provides opportunities to use higher order thinking skills to gain a deeper knowledge and understanding may involve us questioning our values and beliefs in a real world sense. When we become changed by what we learn in a meaningful way, then our learning is said to be transformative.</p> <p>Today's world is about making connections. We have the ability to connect with individuals nationally and globally like never before. By collaboration with others, our learning is broadened, more meaningful and we are more likely to connect with other learning in other interest areas. In this way more knowledge is reviewed and we retain more.</p> <p>I believe there are many different learning styles which include visual, audio and kinesthetic. We learn best when knowledge is presented in a way that appeals to our learning preferences. Where possible I provide alternate opportunities for students to access and interact with learning their learning environment.</p>
<p>How does this influence your view of teaching?</p> <p>Based on what you believe about learning: How do you teach?</p>	<p>My role as a teacher is essentially to inspire learning and help students become independent learners. To achieve this I see myself more as a "coach" or facilitator. It is my obligation to provide multifaceted and engaging learning experiences to create meaning and build on what learners know. To do this:</p> <ul style="list-style-type: none"> • I structure learning experiences by providing "scaffolding" in such a way that learning will be self directed and self paced and allow students to achieve their desired goals. • I develop a supportive, productive and positive working environment where students feel safe, secure, happy and their progress is monitored. • I provide challenges and expect students to "strive for excellence" • I give students the freedom to comment, interact and take the risks necessary for their growth • I provide effective classroom management • I establish an environment that promotes productive working relationships, allows students to learn independently and for teachers to teach • I encourage students to have a sense of pride in all they produce and to develop good work habits • I use constructive feedback to improve performance and encourage students to reflect upon their outcomes. • I believe productive learning should be shared, on-going, life-long, low stress and most importantly enjoyable. • I see the way we learn is changing rapidly and I need to be ready to teach new things in new ways. • I recognise in the classroom, we can all be students and teachers at the same time and to each other. <p>• I provide opportunities for my students to use higher order thinking skills to gain a deeper knowledge and understanding while I enhance aspects of language.</p> <p>I achieve this by giving my students input into the learning process and choices whenever possible. I allow them opportunities to talk, share, compete, cooperate and collaborate with their peers as well as connect with others nationally and globally to gain a broader understanding of what they are learning. We support learning through discussion boards, wikis, chats, blogs and emails to help reinforce new ideas and beliefs. Time is allocated for students to reflect on their learning experiences because it is from those reflections their understanding is clarified. Self assessment is part of this reflection process because it clearly compares their performance outcomes with what is required in the real world.</p>

<p>Based on your view or belief:</p> <p>Share an example of how you approach teaching in practice that reflects your belief in this view.</p>	<p>The Queensland Government's policy that "students should be earning or learning" means that students may enter, leave and re-enter my classroom throughout the year. I have students working on many different learning units at one time. I reinforce that learning is on-going, whether it be at school, in the workplace or at home and I need to cater to these students needs. By providing self paced, independent, student centred, real life learning experiences, I allow them to be independant in their learning journey. To structure learning experiences, I provide scaffolding, which helps students connect new ideas to previously learned content. By providing a student with sufficient information to be able to complete a task on his own and/or gradually decrease the amount of help available, I allow the student the capacity to work independently. ICT's transform the learning process by providing the tools to provide the flexible structure to my classroom.</p>
<p>4. How do you view the role of ICT? Based on your view of knowledge, learning and teaching: How do you see ICT can be used to facilitate this approach?</p>	<p>In 21st Century learning, the learning process is being changed by what we are able to do with technology. We are better able to create and share information. We are better able to communicate with those who are not in our geographical area. Technology has enabled us to make connections in a variety of new ways. We connect with one individual or knowledge area and then we find more and connect with those. George Sieman's notion of connectivism states that our knowledge is networked in nature. The act of learning is the ability to access those networks. If knowledge is a networked process, then learning is the ability to create or tap into that knowledge and navigate those networks. It is the technology that opens the doors and transforms our learning.</p> <p>Mark Prensky talks about today's students as being "digital natives". They have grown up immersed in technology, fluent in the language of computers, video games and living with the internet. We are refered to as "digital immigrants" learning about technology after the event, still having one foot in the past and one in the present, therefore retaining an accent. Our students live in a world of multi-coloured, hitech audio visual interactive digital material which entertains and engages them. It is up to teachers to rethink their teaching practices and integrate ICT's to provide engaging learning experiences to "measure up" and meet our students expectations in the way they like to learn.</p> <p>As a Business and Information Technology teacher, I view Information and Communications Technology (ICT), the same way others view books, pencils and worksheets - as necessary tools and equipment for learning. Just as these other tools are introduced early in a child's development, learners should be allowed to engage in meaningful interactions with ICT at developmentally appropriate levels. ICT's should actively engage the learner and enlarge and enrich the experience of learning. The use of ICT's needs to be integrated into the learning process across the curriculum, not just used in isolation. However integrating ICT into the school curriculum in a meaningful and creative way can be a challenge for many teachers and for schools. This takes time and necessitates appropriate school planning in order for the process to take place in a co-ordinated and developmental way.</p> <p>ICTs have transformed the way business operates, transformed the business curriculum I teach and transformed the way students learn. The use of ICT's are integral to thinking, calculating, recording, communicating and connecting in the global economy. The certificate courses I teach are assessed on many skill based competencies. In order to provide the richness of experience for my students, I design creative ways for them to build foundation skills through real life business experiences.</p> <p>I structure my learning experiences in a developmental way so students build on their existing knowledge. Students have an RPL (recognition of prior learning) opportunity to self assess their abilities in each unit and begin learning at their developmentally appropriate level. By providing all learning materials in blackboard, students can negotiate and structure their own learning experiences to satisfy their learning competencies. Blackboard also provides the opportunity to learn at school, at home or in the workplace. Through use of the communication tools within blackboard, students may collaborate and build meaningful connections with outside networks. As my students develop confidence in their knowledge, skills and abilities adapting and applying ICT's for use in real life situations, their learning is transformed from observer to</p>

	<p>participant to valuable business employee.</p> <p>Technology changes so rapidly with computer literacy now including digital adaptability. The focus of my teaching is to enable all students to be comfortable and familiar with ICT's and develop the confidence to adapt and learn new skills. It is this comfort that enables students to adapt to technological changes which open doors to educational and vocational opportunities now and in the future.</p>
<p>Based on your view or belief:</p> <p>Share an example of how you approach the use of ICT in practice and explain how it reflects that reflects your belief in this view. Consider what evidence you have to support that.</p>	<p>In all my classes I strive to use ICT's to facilitate quality learning experiences. I design teaching and learning experiences using ICT's to be:-</p> <ul style="list-style-type: none"> • Student-centred - involve students using ICT to demonstrate their knowledge, skills, attitudes and understandings • active - students are engaged in natural learning situations where they are responsible for the result • interactive- students are encouraged to interact with the content, peers and teachers • constructive - students build on prior knowledge to integrate new ideas • connective - students connect with networks of knowledge and share that knowledge • collaborative - students work in learning groups, sharing skills and providing a supportive network • intentional - students actively and wilfully try to achieve personal goals for their own vocational needs • complex-students are challenged with multiple components and perspectives that have a variety of solutions • contextural-students work in simulated real world environments • conversational - students build relationships within the classroom and outside • reflective - students are required to reflect on their current practice, articulate and justify decisions, strategies and answers and relate it to the learning process <p>By using a student-centred approach to learning, my students have a greater say in what they learn and a more focussed understanding of the learning process. I find they are highly motivated, show more interest and retain more information which improves their learning. Both Lorikeet Lodge Webquest and the Participate in Occupational Health and Safety unit used as portfolio items, evidence the way I approach ICT in practice.</p>
<p>5. How has your practice been influenced by learning theory? What theories of learning have most influenced your thinking? Which are most evident in your practice?</p>	<p>I believe the best approach to learning is to allow students to use their pre-existing knowledge to construct and interpret external ideas and experiences then build upon their previous understanding. The student is at the centre of the learning process using enquiry-based methodologies to assimilate new knowledge. This is the theory behind Constructivism. Students create their personal interpretation of how things relate to each other and to themselves. In doing so I allow both cognitive and social approaches for learning to take place. Education Queensland addresses this in the Essential Learnings and Standards (2007) "Students bring to the classroom preconceptions about the world. If new understandings are not linked to these preconceptions, students can fail to grasp the new concepts and information, or they may learn them in a superficial or recitative fashion (aimed, for instance, at completing a test), but revert to their preconceptions outside the classroom. Consequently, teaching and learning should build on prior learning, and take account of the personal and cultural experiences of different groups of learners."</p> <p>My teaching focus is vocational learning which is defined as any activities and experiences that lead to understandings of and/or skills relevant to a range of work environments. Many of my students choose this area of study as it is seen as less academically challenging and it allows them to find training related jobs in an area of interest. Vocational learning has a strong skill base and involves students in meaningful learning in an authentic or simulated workplace. This is <i>situated learning</i> theory, where students are engaged in the problems and practices they will encounter outside school. Students move into the learning practice through activity and social intereaction. As their learning takes place through meaningful practice, they move from novice to a expert with increased involvement in the vocational area.</p>

	<p>The learning experiences I design need to integrate our many ways of knowing. Gardner recognises "that there exists a multitude of intelligences quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early "naive" theories that challenge the natural lines of force within an intelligence and its matching domains." When a students learning needs are met, then optimum learning can occur. By offering students choice, they take control of their own learning by clarifying their learning goals. By providing multiple learning experiences using both written and oral communications, audios, videos, interactive opportunities, I am optimising the learning outcomes of my students. In the vocational education area it is important to provide opportunities for selfmonitoring and reflection as both have been shown to support learning. By catering to their individual needs I am also ensuring that students are not learning the "hidden curriculum".</p>
<p>Share an example of ICT use and explain how its design and implementation reflects the influence of learning theory in your practice.</p>	<p>An exemplar of how I incorporate learning theory into my teaching experience is Lorikeet Lodge Webquest. It was designed in conjunction with my Year 12 Business Information Technology class as a final integrated project for their Certificate II Business and Information courses. I provided the webquest in blackboard so students could access learning materials anywhere, anytime. Activities included in this integrated project use consructivist learning theory to expand upon previous skills explored in earlier studied units. Strategies had been previously modelled and students had been assisted in learning and practicing these strategies with familiar activities. Scaffolding is provided with links to exemplars or online learning modules. In this unit the student is allowed to use their own creative design skills to individualise their hard copy and e-portfolio. They select a job role within a small group of their own choosing.</p> <p>The webquest was designed to:</p> <ul style="list-style-type: none"> • encourage students to be actively engaged in the learning process where they are responsible for the depth and complexity of the skills they develop. The student centred open-ended activities cater for individual learning styles and support different levels of student abilities. Students are encouraged to evaluate their skill development and reflect on the learning process. • be be constructive by integrating new ideas with prior knowledge • be collaborative by working together in small groups, exploiting each others skills while receiving support from each member of the group • encourage an attitude of intentional learning • transform their learning by offering students real life problems with multiple components, different perspectives and different solutions that will effect individuals in complex ways. Students will be required to engage in higher order thinking modelling critical thought using DeBono's Thinking hats to consider knowledge more broadly so as not to develop over simplified views of the world. • be contextual by providing a real life simulated case-based learning environment where the knowledge and skills gained can directly influence the outcome of their future employment. • be conversational by providing the opportunity for group collaboration to seek out opinions and ideas to solve problems, to optimize outcomes and for formal presentation. eg. The student's personal goal being a portfolio of exemplary workpieces displayed in hardcopy format as well as an e-portfolio. <p>An important part of the webquest is not just to teach a block of content but implicitly help students transform their learning and think more productively by combining:</p> <ul style="list-style-type: none"> • creative thinking (to generate creative ideas for their group portfolio) • critical thinking (to evaluate group ideas and come up with a plan) <p>The tasks for each job role uses the following levels of thinking:</p>

Knowledge: observation and recall of previously learnt knowledge in units of communication, computing packages, occupational health and safety.

Comprehension: read, recall, grasp meaning, translate knowledge, interpret, order, group, discuss, predict consequences in all individual and group activities.

Application: use methods, concepts and theories from previous units of study to solve problems in new situations

Analysis: order, explain, connect, classify, arrange, compare, select, explain, infer in individual and group tasks.

Synthesis: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, compose, formulate and prepare in all group negotiations.

Evaluation : compare and discriminate between ideas, assess value of group items, compromise, self evaluate and make choices based

The wiki area in Blackboard was used for higher level thinking skills using Edward de Bono's "Six Thinking Hats". Students were required to reflect and self assess their daily individual performance and on completion their group performance.

Students use the planning sheets provided to distribute tasks over the time frame. They fill out daily time sheets and work plans, as these contribute to evidence for how they organise and plan daily work activities. Some of the tasks are very specific and must be completed as stated in the question. Some tasks allow the student scope for their own interpretation and creative flair. Their own contribution to the portfolio is open ended. This may be a stumbling block for some groups and will need input from the teacher to lead discussion. The wiki's in blackboard are used for all groups to share ideas and for the teacher to direct debates. These wiki's are designed by the teacher and depend on the information flow within the class. The role of the teacher is one of a facilitator offering advice when needed.

6. How has your leadership been influenced by learning theory? What theories of learning are most evident in your leadership practice?

I approach my leadership role within the school with enthusiasm. When first appointed to Oakey State High School I had a coaching and mentoring role with my colleagues in the VET area, helping them modify and adapt ICT's to record and track student data. Since then I have developed positive relationships with all school staff and have been the teacher staff have sort out for advice on all things ICT.

It has been my goal to promote a stronger ICT culture within the school as our teaching staff is still emerging with it's adoption of ICT's into their teaching practice. At present we have only two teachers on staff with their ICT Pedagogical Licence and a reluctance by staff to be involved in ICT professional development. Last year I was instrumental in forming a school ICT committee with a small group of teachers wanting to raise the awareness and adoption of ICT integration into our school curriculum.

I believe teachers change their teaching pedagogy by seeing and modelling good teaching practice of other teachers. They learn using constructivist principles building on their existing teaching pedagogy with new experiences. They learn best when their learning needs are catered for, when they see, hear and actively participate in the learning experience. With this in mind, I designed an innovating learning unit on Workplace Health and Safety, with ICT's integral to the learning process. This was made available for all staff who teach VET, english communications or structured workplace students to actively facilitate in a blackboard environment. Staff experience ICT's used in a variety of ways to add to and transform the learning process in what most teachers consider a very dry and boring subject.

The WHS unit I designed after a defining moment in my teaching career while supervising a class of 18x16yr old VET Transport boys. The class consisted of 25% disengaged boys, as well as others with low numeracy and literacy, who were looking for traineeships in the transport industry so they could leave school. Learning materials were provided by an outside registered training organisation (RTO) and it was my role as Business teacher to help them through the Workplace Health and Safety unit.

I was told this was an "online" course. I had to teach from a 164 slide powerpoint, small white writing on dark blue background, and the boys had a 20 page word document with questions in which they had to write short answer responses, attach to an email and send to the RTO upon completion. Each week they had to write a diary in a word document, attach and send at the completion of the week to the RTO, again as an email. Half the class did not have computers at home, had very few computer skills and typed with two fingers at approx 5 words per minute with mistakes. We had 4x70min lessons to complete the task!

In the first 70min lesson I clarified many of my teaching beliefs about teaching with ICT's. The unit about WHS is a core unit and an important one for all students entering the workforce. The class was not being assessed on the competency of the unit but rather their skills at using ICT's of which they had few. This was a frustrating and confidence destroying exercise for these boys (and myself) and change was not negotiable with the outside RTO. This experience had no foundation in "real life" and I could see the connections were not being made with reality. The RTO was not using sound teaching pedagogy in presenting the learning unit.

This lesson was my inspiration for studying "Creating Educational Web Environments" at USQ and creating the "Participate in Occupational Health and Safety" (OHS or WHS) unit for this portfolio. Vocational Education offers an avenue for many educationally challenged school students. These students come from a diverse background, with many different learning styles and abilities. The concept of e-learning has been used in many ways by outside registered training organisations. Some, like in the example above, were not taking into account the diverse abilities and interests of the students and were providing a standard "adult" way of teaching. This situation is not uncommon.

It was my aim to design an e-learning unit using ICT's to transform and enhance the learning process. I wanted to motivate the students by using real life people and experiences. To reach all my students, I designed materials to cater for students different learning needs. I wanted to motivate other teachers to use ICT's in meaningful ways by using this unit as an exemplar to demonstrate how ICT's can engage students, even in a unit which most students found uninspiring.

In this unit I made full use of audio, video and interactive tutorials in an online environment and provided alternate opportunities for students to access and interact with learning materials. This catered for a variety of learning styles and low literacy learners. By structuring the layout using good web design principles, the learning materials were visually appealing and students found it easy to access information. All information was only two clicks of the mouse away.

Blackboard was used to allow students access to learning materials anywhere, anytime. Students used a variety of collaboration tools such as wikis, chats, teleconference and blogs to solve problems, share information, talk nationally and globally to experts in the field and reflect on their learning. The students input was saved directly into the blackboard content management system so information did not get lost or go missing. Interactive online WHS games, were provided for the "digital natives" in the class to visually see the cause and effect of their actions.

Real life tasks allowed students to access WHS business policies and procedures, state and national laws, global differences and apply them to solve problems in the workplace. Interactive self marking quizzes using multiple choice, drag

and drop and short answer, allowed students to self assess their learning throughout the unit. Constructivism learning principles were applied to build on and layer information throughout the 10 lessons

Year 10 and year 11 structured workplace training students and three VET classes completed this learning unit. Teachers modelled and adapted assessment tasks to suit their VET area while structured workplace teachers could pick and choose ideas that suited their objectives. By providing this as a blackboard course, teachers developed their own facilitation skills using blackboard in the process.

I received many positive responses from teaching staff who facilitated or reviewed this unit. Many appreciated this novel approach to give them a hands-on opportunity to experiment with new teaching pedagogy. I now have a group of 8 teachers working with me in after school tutorials to help them attain their ICT Pedagogical Licence. It is known that in schools where teachers obtain their ICT Pedagogical Licence, their enthusiasm and support encourages other colleagues to improve their teaching pedagogy. I have a professional development plan designed to work with this group of teachers in afternoon workshops to build this support network of teachers to inspire others.

I am an inaugural member of Oakey State High School ICT committee, which I helped form last year to reflect, evaluate and manage ICT's within the school. This year we created a Blackboard community for staff members to contribute and be involved in professional discussions and share information regarding ICT use within the school. The website encourages staff to develop and refine ICT skills and pedagogy.

It is my role to organise, add materials, ideas and links to information about new technology and teaching practices. My role as co facilitator for the Curriculum Integration Course, participant in the Mentoring Online course, USQ Masters student as well as member of the Accredited facilitator and ICT Pedagogical Licence Advanced communities, allow me access to quality resources to distribute to staff. Staff are then able to read, discuss, evaluate, collaborate and integrate many of these ideas into their classroom.

This semester I presented the SCPD Framework at a staff meeting. I wanted all teachers to understand the indicators and the need for our staff to become qualified to ICT certificate and ICT Pedagogical Licence level. The relationship to the School ICT index was addressed. I offered to provide out of school workshops to interested teachers to facilitate development of their ICT skills and teaching pedagogy.

Presently I am guiding teaching staff in after school ICT small group and individual tutor groups. Together we are building relationships while I am preparing them to undertake the ICT Pedagogical Licence process next year. This involves working individually and in small groups, discussing the indicators and the steps involved in the licence process. I am mentoring on ways to integrate ICT's into their classrooms and collectively we are developing ideas, strategies and resources to begin portfolios.

Another role I have is one of Smart Classroom mentor for the Darling Downs region. At present I am compiling resources for the Darling Down technology website which includes online learning resources and e-learning resources. My participation in my online communities has help me in creating these websites.

This semester I have collaborated with the librarian/IT teacher, technicians, administration and teaching staff to assist in completing the School ICT Census. During this process I have communicated with teachers the details required in this census and the need to improve our school ICT index. I have collated data, compiled information and provided feedback to ensure all questions have been completed correctly.

For the past 12 months the Oakey State High School website has been non functional. Based on the Joomla Content

Management System, it has required trained personnel to manage the site. I have taken on the responsibility to acquire the necessary competency to manage and update the site.

Regular communication with staff, students and administration has been needed to collect and compile information, files and links to make our school website a functional communication tool. Gradually our school staff is recognising the value of being able to provide up to date information about our school teaching practices to the school community.


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Mapping items against indicators - in progress ([permalink](#)) - [edit](#) | [history](#) | [delete](#)

Created on Saturday, 08/02/2008 8:54 PM by Jan Clewett

Updated on Wednesday, 08/06/2008 3:32 PM by Jan Clewett

Week 2 Mapping items against indicators

Indicator 	Descriptor	Item 1 - <i>Lorikeet Lodge</i>	Item 2 - <i>WHS Participate in Occupational Health and Safety</i>	Item 3 - <i>School ICT Blackboard site. Inservice to prepare teachers for ICT Ped Licence, Smart Classroom Mentor. CIC facilitator</i>	Other
PK1	I understand how ICT can be used to transform what students learn, how they learn, and when and where their learning takes place	Use of blackboard CMS. Large selection of ICT's. Portfolio transforms how,when,where	Use of blackboard CMS. Interactive tests linked with gradebook. Interactive audio/visuals with interactive WHS games. Audio/video tutorials. Easy to adapt to suit how,when, where. Caters for different learning styles and low literacy learner		Created school Joomla Website
PP1	I experiment and innovate with new ICT and teaching and learning methodologies to meet individual learning needs and to develop student's higher order skills	higher order thinking Blooms taxonomy thinking hats Innovate : Unit designed collaborately with students.	Web 2 technologies. collaborative, wikis, discussions, blogs, chats, teleconference		

	and creativity				
PP2	I actively construct meaning with and between students by creating experiences for students to work in groups and independently on projects requiring selection and use of ICT tools	students choose own group and own role. Work independently on own project but collaborate as a group for a group presentation.	Students work as class constructing variety of questions for experts. Some choice to work in a group however competencies must be assessed individually.		
PP3	I involve students in developing and solving problems that involve the use of ICT	Use of ICT's to put together a project worthy of being employed.	Some choice involved in presentation to solve one WHS problem.		
PP4	I create challenging tasks that integrate learning areas and involve student ICT use throughout all stages of the learning process and for a range of purposes	Integration of oral and written communication skills, design skills, SOSE, business skills	Integration of oral and written communication skills, comprehension, listening skills. Problem solving		
PP5	I promote student negotiation of assessment and facilitate student designing and collating digital assessment portfolios to demonstrate depth and level of achievement of learning outcomes.	Assessment had choice involved to cater to strengths. Digital portfolios demonstrate the depth and level of achievement.	Students are not required to complete all activities but need to show they have the competencies needed to pass the unit. Negotiation on presentation of ergonomics activity. written, audio, video or drama.		
PP6	I seek innovative ways to improve access to and management of ICT resources in meeting learner needs.	Materials provided through Blackboard CMS. Learning materials designed along Good principles of web design to provide ease of navigation and layout as well as other attributes to make it easy for the user. All webpage validate with W3schools for adaptive technologies.	Use of avatars to take on roles of WHS team. Present activities. Audio/video cater for low literacy and varying learning styles. Interactive games cater for hands on learners. Enrol participants in blackboard course and communications chat room.		

PP7	I create meaningful ways for students to use a range of communication tools in their learning; and to collaborate with others in ICT projects in local, national and global communities.	Wiki, blogs, teleconference, (group email to O'Reilly's at request of the organisation) Access and read ecotourism discussion boards in global community.	Yes. chats, discussion, blog, wikis, emails and teleconference		
PV1	I set my own short and long term ICT learning goals based on regular reflection of my own professional practice and determined needs. I devise a plan and timeline to achieve these goals.	Yes. This unit designed for FET5621 Web Production (USQ Master's in Ed technology)	Yes. This unit designed for FET8610 Design Educational Web Environment (USQ Master's in Ed technology) Also included ideas from Mentoring Online Course		
PV2	I am a lifelong learner who continually develops and expands my operational skills, conceptual knowledge and appropriate attitudes and behaviour towards the uses of ICT in educational settings.	Used knowledge and skills from USQ Master's in Ed technology, ICT Pedagogical Licence	Used knowledge and skills from USQ Master's in Ed technology, ICT Pedagogical Licence, Mentoring online course		Master's in Education Technology (USQ) MOC Course Accredited Facilitator CIC course facilitator
PV3	I collaborate with staff and students to critically reflect on and evaluate resources used in learning activities to make informed decisions regarding ICT use.	Designed in conjunction with Year 12 BIC students. Collaborated with staff, HOD for input and feedback.	Designed to cater for low literacy learner and variety of learning styles. Designed during recuperation from severe illness in collaboration with online colleagues.	Member of ICT committee Manage school PD Blackboard site Prepare teachers for ICT Ped Licence in small groups or individual Smart Classroom Mentor	
PV4	I operate safely, legally and ethically when using ICT and teach and model this practice for students and colleagues.	Provision of copyright free images for use in assessment tasks. Have permission slips to use students material for ICT Ped Licence portfolio.	Have permission from copyright owners of video to use for educational purposes. Resources page with references to online material.	Member of ICT committee Manage school PD Blackboard site Prepare teachers for ICT Ped Licence in	

				<p>small groups or individual</p> <p>Smart Classroom Mentor</p> <p>CIC facilitator</p>	
PR1	I initiate professional learning conversations and seek learning opportunities to improve my pedagogy when using ICT.	Online conversations with participants in USQ course to improve pedagogy in designing web materials. ICT Pedagogical licence course participation to improve teaching pedagogy.	Online conversations with participants in USQ course to improve pedagogy in designing web based online course. Mentoring online course and ICT Pedagogical licence advanced course participation to improve teaching pedagogy.	<p>Member of ICT committee</p> <p>Manage school PD Blackboard site</p> <p>Prepare teachers for ICT Ped Licence in small groups or individual</p> <p>Smart Classroom Mentor</p> <p>CIC facilitator</p>	
PR2	I take responsibility to contribute to school planning and decision making processes influencing the standard of pedagogy and ICT use in my school.	Learning unit received a highly commended award for The Learning Place online course developer. Also recieved Smart Classroom Darling Downs teaching award. I mentored staff on ideas used to create learning unit and have now been asked to PD staff to prepare them for the ICT Ped Licence. Also asked to develop an online area in Blackboard for staff to access information.	This unit designed for staff to implement pre work placement or in other VET courses. Initiate teacher use of Blackboard to become familiar with CMS. STaff become facilitator in course already predesigned.	<p>Member of ICT committee</p> <p>Manage school PD Blackboard site</p> <p>Prepare teachers for ICT Ped Licence in small groups or individual</p> <p>Smart Classroom Mentor</p> <p>CIC facilitator</p>	

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Created on Saturday, 08/02/2008 6:23 PM by Jan Clewett

Updated on Monday, 09/08/2008 5:41 PM by Jan Clewett

Focus Area	Indicators	Lorikeet Lodge Webquest and WHS
Professional Knowledge	I understand how ICT can be used to transform what students learn, how they learn, and when and where their learning takes place	
Professional Practice	I experiment and innovate with new ICT and teaching and learning methodologies to meet individual learning needs and to develop students' higher order skills and creativity	<p>Critical reflection of my teaching skills have initiated further university study towards a Masters in Education Technology degree from the University of Southern Queensland, completion of my ICT Pedagogical Licence, Accredited Facilitator course and the Mentoring Online Course, and I am currently participating in ICT Pedagogical Licence Advanced.</p> <p>Through further study and participation in online communities, I keep abreast of new and exciting technology. This keeps my mind open to change and new developments with which I experiment, transform and creatively incorporate into my professional teaching practice.</p> <p>It is my desire for my business students to experiment with new technology available in the real life business world and to critically reflect on how business practices may be enhanced by their use. Realistically, my students will become the mentors to many employers with their comprehensive knowledge of the use and adaptability of these ICT's.</p> <p>I embrace contemporary ideas of education, and whenever and where ever possible I incorporate student-centred learning approaches.(e.g. collaborative learning, negotiated assessment, connectedness, authentic assessment etc.). The Vocational Education and Training area in which I teach necessitates the use of ICTs in real life situations.</p> <p>I recognise and acknowledge the difference of ability and experiences that learners bring to the classroom and I develop strategies using ICT to cater for those. My WHS unit provides both audio/visual/and interactive materials and exemplifies my desire to challenge my creativity to cater for different learning styles and preferences by giving learners a choice as to how to access and interact with learning materials.</p> <p>I have researched widely to experiment and incorporate good web design principles to make online learning materials more accessible and usable to all users by catering to reading styles, student interests and preferences for web formats. Lorikeet Lodge Webquest and the WHS unit exemplifies how good design principles can encourage even reluctant online learners to become engaged in the learning process rather than lost in a sea of text and lose interest.</p>

		Both my portfolio items encourage students to develop a personal, independent viewpoint and to communicate this with others using ICT. They also demonstrate how I use opportunities for students to use ICT to demonstrate problem solving using enquiry based methods and decision-making strategies.
	I actively construct meaning with and between students by creating experiences for students to work in groups and independently on projects, requiring selection and use of ICT tools	<p>My role as a teacher is essentially to help students become independent learners. To achieve this I see myself more as a "coach" or facilitator.</p> <ul style="list-style-type: none"> • I integrate ICT by providing "scaffolding" to structure learning experiences and to help students achieve their desired goals. • I provide opportunities for students to work in groups and independently on projects. In Lorikeet Lodge webquest the students worked independently and also as a key member of the group, to put together a portfolio of materials to market a new business. This required collaboration and development of a "group ideal". The competitive nature of this activity saw student's creative flair use and integrate a wide variety of ICT's in ways for their group to have an "edge" in the job market. • I use constructive feedback to improve performance and encourage students to reflect upon their outcomes. For Lorikeet Lodge I provided opportunities for students to self assess their own competencies as well as access to the feedback form that I would use for final assessment. • I provide an environment where students feel safe to express their opinion and give feedback to others. All students participated in an activity to examine group dynamics for Lorikeet Lodge webquest prior to commencement of this project. Groups reflected on ways to value the contributions made by all participants and strategies to encourage and support group members who may need assistance. • I guide students towards quality assured ICT resources by critically evaluating resources gathered through online communications in professional communities and self directed research. • I believe productive learning should be shared, on-going, life-long and most importantly enjoyable. By catering to individual needs, learning styles and allowing opportunities for students to pursue items of interest, as evidenced in both my portfolio items, I have found students become highly motivated and extend their learning beyond the classroom. <p>In the classroom, we can all be students and teachers at the same time and to each other. There is no better example than the use of ICT within the curriculum to illustrate this point.</p> <p>Collectively our ICT knowledge and skills is expansive, so discussion and sharing of this knowledge is extremely important, relevant and essential for optimal learning outcomes. Each of us offer a unique combination of experiences that are a valuable asset and a potential contribution to every class.</p>
	I involve students in developing and solving problems that involve the use of ICT	
	I create challenging tasks that integrate learning areas and involve student ICT use	

	throughout all stages of the learning process and for a range of purposes	
	I promote student negotiation of assessment and facilitate student designing and collating digital assessment portfolios to demonstrate depth and level of achievement of learning outcomes	<p>The learning materials in Lorikeet Lodge webquest, were designed in collaboration with my year 12 BIC class, using their ideas and suggestions while I was studying a Masters in Education subject at USQ. We designed it together so my students could benefit from the experience before they entered the job market at the end of the school year.</p> <p>In doing so I:</p> <ul style="list-style-type: none"> • harnessed the students personal interest and ownership of assessment tasks • designed a variety of assessment tasks to suit their interests and also to review and build on previous units of work • provided them an opportunity to share in the input and feedback of others to develop a deeper shared understanding of the project • provided online tools to scaffold and support the final product • assessed their final individual collated items in both a digital portfolio and hard copy portfolio. It was one of their assessment items to use and make individual adjustments to the Lorikeet Lodge business template using notepad and xhtml programming to display their work. <p>I ensured students had an opportunity to work by themselves and purposefully with others in their learning of concepts and processes.</p>
	I seek innovative ways to improve access to and management of ICT resources in meeting learner needs	
	I create meaningful ways for students to use a range of communication tools in their learning; and to collaborate with others in ICT projects in local, national and global communities	
Professional Values	I set my own short and long term ICT learning goals based on regular reflection of my own professional practice and determined needs. I devise a plan and timeline to achieve these	<p>As a Business and IT teacher I need to have a level of expertise that I am continually updating. Successful innovative integration of ICT within the curriculum requires that I remain current as ICTs expand and grow.</p> <p>Technology in education is ever changing with new environments for learning emerging. This requires specialist teachers to not only have high levels of ICT skills, but functional knowledge of the technology to deliver, transform and lead curriculum.</p> <p>I believe ICTs are integral to the learning process and have the potential to transform the type of</p>

		<p>learning and teaching that occurs. To support this belief I have created a three year professional development plan that is also a requirement of my VET teaching area, to optimise my learning and keep abreast of changes.</p> <p>Critical reflection of my teaching skills have initiated further university study towards a Masters in Education Technology degree from the University of Southern Queensland. I have also been involved in short courses provided by Education Queensland such as the ICT Pedagogical Licence, Accredited Facilitator course, the Mentoring Online Course and the ICT Pedagogical Licence community course. I continually aim to develop new knowledge and beliefs about learning and pedagogy.</p> <p>Education with computers is fun, however as educators we face continual challenges. Professional development in this area is time consuming, rewarding and hard work. To keep abreast of the wave of ICTs in education, using technology for me has become a way of knowing, working and living. I am enjoying the challenge and hope to maintain excitement and enthusiasm in my classroom.</p>
	<p>I am a lifelong learner who continually develops and expands my operational skills, conceptual knowledge and appropriate attitudes and behaviour towards the uses of ICT in educational settings</p>	<p>I am a lifelong 21st Century learner. I adapt to change easily with the belief that there is nothing that I cannot learn if I want to and I set my goals accordingly. In my life, I have pursued my thirst for knowledge through further study in the areas of small business, teaching and many outside interest areas.</p> <p>With my career challenging me to develop specialist skills to teach Business and Information Technology in the vocational education and training area, my educational focus has been directed to skill development using ICT's and new ideas in teaching pedagogy in this field.</p> <p>Currently with my students, I share my enthusiasm to continually expand my operational skills and conceptual knowledge of the use of ICT's to enhance their learning opportunities in the classroom. I model intentional learning, where I learn for enjoyment and because it is what I love to do.</p> <p>In all my classes I model the behaviours and attitudes I expect of my students especially in the use of ICTs in education. I respect the safe, legal and ethical laws expanded further in this portfolio.</p>
	<p>I collaborate with staff and students to critically reflect on and evaluate resources used in learning activities to make informed decisions regarding ICT use</p>	<p>Our school ICT committee has established a space in Blackboard for our staff. I regularly add resources and links to new technology and methodologies in teaching practice that I have researched and studied during the CIC course, the MOC course, ICT Pedagogical Licence advanced and my USQ studies. I seek discussion, collaboration and evaluation of these material during staff meeting, recess and department meetings. Within the ICT committee I help to evaluate resources to make informed decisions about purchase and useage of ICT's within the school.</p> <p>I am continually collaborating with staff to collectively develop ideas, strategies and resources to use in ICT. At present I am building relationships with a group of staff preparing them to undertake the ICT Pedagogical Licence next year. This involves working individually and in small groups, discussing the indicators and the steps involved in the licence process. I am mentoring them on ways to integrate ICT's into their classrooms and collectively we are developing ideas, strategies and resources to begin portfolios.</p>

		<p>I endeavour to develop a good rapport with my students. I seek value and utilise student input, opinions and perspectives and provide opportunities for students to be active participants in the learning process. During the development of Lorikeet Lodge webquest my students preferences for ICT usage were acknowledged and integrated into the learning process. I collaborated with the VET coordinator, my HOD, other teaching staff, online participants at USQ and online professional community members during this process to seek input and feedback. I incorporated many of their ideas into the design.</p> <p>My design for the WHS unit was based on reflection after being a short term facilitator for a similar VET unit from an outside Registered Training Organising. During that time I listened to the feedback from students and acknowledge their dissatisfaction with the way the learning materials were presented as an online course. Many of the students had very low literacy, and much of the course reading material was well beyond their ability to access.</p> <p>I saw this core unit as one of the most important VET units that was often not being absorbed by students. My aim for this unit was to make a topic that was often presented in an extremely boring manner, more interesting, real-life, more accessible to low literacy learners and able to cater for a variety of learning styles. By integrating a variety on ICT's and providing this course in a blackboard online environment, I could make the learning materials more exciting and enjoyable.</p> <p>I incorporated:</p> <ul style="list-style-type: none"> • video • audio • interactive tutorials and games • self correcting quizzes • avatar presented tasks • variety of communication tools to communicate with experts and reflect on experiences <p>to make the whole experience real.</p> <p>I developed the WHS unit at home while convalescing from a severe illness during the first semester in 2008. I sought input from VET staff at Oakey State High School while facilitating the outside RTO unit and during its development. I also collaborated with online USQ course participants and participants in the Mentoring Online Course for input and feedback.</p>
	<p>I operate safely, legally and ethically when using ICT and teach and model this practice for students and colleagues</p>	<p>When using ICT's I believe it is my role as an educator to develop a supportive, productive and positive working environment where students feel safe, secure, happy and their progress is monitored.</p> <p>In my classroom I ensure the safe, legal and ethical use of ICT's by:</p> <ul style="list-style-type: none"> • utilising and promoting the use of protected online environments for both students and colleagues (Oakey State High School ICT community) by using Blackboard for communications and storage of school documents • allowing students freedom to comment, interact and take the risks necessary for their growth in a safe online environment

		<ul style="list-style-type: none"> • selecting and screening websites to ensure suitability for online learning. • obtaining permissions for videos, images and intellectual property used in teaching materials • use, teach and model correct referencing of electronic media • address the issues of plagiarism and copyright with students and colleagues • teach and model safe, legal and ethical online practices for both staff and colleagues • understand, teach and ensure school ICT policies and procedures are followed by students and staff • practice effective ICT classroom management with rosters, booking sheets, seating plans
Professional Relationships	<p>I initiate professional learning conversations and seek learning opportunities to improve my pedagogy when using ICT</p>	<p>Following my appointment as a Business and IT teacher, I recognised my need to develop partnerships with other teachers working in a similar context as myself. At Oakey State High School I am the only Business and IT teacher at the school and teaching both VET and Business was very new to me and there were no teachers I could ask for guidance in this field.</p> <p>The initial community I joined was BCTideas, a professional group of Business teachers, who share, give support, offer suggestions and communicate ideas about VET, new technologies, using ICT's and productive teaching practices. Conversations I have had within this group quickly help me deal with different topics, incidents and problems I may have relating to teaching in the VET business area.</p> <p>In 2007, when I began my Masters in Education Technology study through USQ, I developed relationships online with other participants. I have been exposed to current research in the field of ICT's in education and current teaching practices and regularly participate in many online discussions to evaluate ICT's and teaching pedagogy. This has inspired me to experiment with different practices in my classroom, to assess how I can adapt these ideas to suit the needs of my students.</p> <p>Last year I completed my ICT Pedagogical licence, which opened my eyes to new and exciting developments happening in Queensland Education. During this course I communicated and shared ideas about teaching pedagogy with other teachers in the surrounding district who were also creating their Licence portfolios. In so doing, I have created a support network of local teachers that keep me motivated in my teaching goals.</p> <p>This year following completion of the Accredited facilitator and Mentoring Online Course, I was asked to be co facilitator for the Curriculum Integration Course to mentor teachers through the process of obtaining their ICT Pedagogical Licence. I have been partnered with an experienced online facilitator and together we are leading 22 teachers through the process of improving their ICT teaching pedagogy. I am primary facilitator for 6 teachers.</p> <p>I am involved in online communication with other facilitators and involved in collaboration with participants, to develop online individual portfolios as evidence of their teaching practice which must align with the SCPD Framework indicators. I support and encourage them in developing teaching experiences to integrate ICT's into the curriculum.</p> <p>Another role I have is one of Smart Classroom mentor for the Darling Downs region. At present I am compiling resources for the Darling Down technology website which includes online learning resources and e-learning resources. My participation in my online communities has help me in creating these</p>

		<p>websites.</p> <p>I am always reading educational websites, journals and publications that have a strong pedagogical focus to look for inspirational ways I can improve my teaching practice. As a VET teacher I keep in close contact with professionals in industry and have an excellent understanding of what is required in the "real world" where my students will be working. This is evidenced in the learning unit Lorikeet Lodge Webquest where I worked in partnership with Tim O'Reilly, to make the experience more real.</p> <p>.</p>
	<p>I take responsibility to contribute to school planning and decision making processes influencing the standard of pedagogy and ICT use in my school</p>	<p>I am an inaugural member of Oakey State High School ICT committee, which I helped form last year to reflect, evaluate and manage ICT's within the school. This year we created a Blackboard community for staff members to contribute and be involved in professional discussions and share information regarding ICT use within the school. The website encourages staff to develop and refine ICT skills and pedagogy.</p> <p>It is my role to organise, add materials, ideas and links to information about new technology and teaching practices. My role as co facilitator for the Curriculum Integration Course, participant in the Mentoring Online course, USQ Masters student as well as member of the Accredited facilitator and ICT Pedagogical Licence Advanced communities, allow me access to quality resources to distribute to staff. Staff are then able to read, discuss, evaluate, collaborate and integrate many of these ideas into their classroom.</p> <p>This semester I presented the SCPD Framework at a staff meeting. I wanted all teachers to understand the indicators and the need for our staff to become qualified to ICT certificate and ICT Pedagogical Licence level. The relationship to the School ICT index was addressed. I offered to provide out of school workshops to interested teachers to facilitate development of their ICT skills and teaching pedagogy.</p> <p>Presently I am guiding teaching staff in after school ICT small group and individual tutor groups. Together we are building relationships while I am preparing them to undertake the ICT Pedagogical Licence process next year. This involves working individually and in small groups, discussing the indicators and the steps involved in the licence process. I am mentoring on ways to integrate ICT's into their classrooms and collectively we are developing ideas, strategies and resources to begin portfolios.</p> <p>Another role I have is one of Smart Classroom mentor for the Darling Downs region. At present I am compiling resources for the Darling Down technology website which includes online learning resources and e-learning resources. My participation in my online communities has help me in creating these websites.</p> <p>This semester I have collaborated with the librarian/IT teacher, technicians, administration and teaching staff to assist in completing the School ICT Census. During this process I have communicated with teachers the details required in this census and the need to improve our school ICT index. I have collated data, compiled information and provided feedback to ensure all questions have been completed correctly.</p> <p>For the past 12 months the Oakey State High School website has been non functional. Based on the</p>

		Joomla Content Management System, it has required trained personnel to manage the site. I have taken on the responsibility to acquire the necessary competency to manage and update the site.
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		Regular communication with staff, students and administration has been needed to collect and compile information, files and links to make our school website a functional communication tool. Gradually our school staff is recognising the value of being able to provide up to date information about our school teaching practices to the school community.
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The power of the upspoken word ([permalink](#)) - [edit](#) | [history](#) | [delete](#)

Created on Friday, 08/01/2008 2:02 PM by Jan Clewett

Updated on Friday, 08/01/2008 2:54 PM by Jan Clewett

I have taken some to reflect on this week as both a facilitator in the CIC course and a participant in the Advanced licence community. Finally I have reached the consensus that you cannot please all the people all the time and if you please someone at sometime by doing something then you must take that onboard and forget about everything else.

As a facilitator I helped one participant, who I assumed needed help by their inactivity, only to be informed (in an extremely nice manner of which I am really grateful), that yes she did have the skills to be able to resize the image, place in the Gallery of Stars and provide a link to her homepage. Ok point taken:

New motto: "I will not help out until I am asked"

Then in a telephone called another participant felt really left out because everyone else's image appeared in the Gallery and she was hurt that no one had resized hers and linked to her webpage. She did not have the skills to be able to do this and required help and so did not feel part of the community because of this. I apologized profusely and said that I would help her out immediately. Hmmm!

New motto: "I need to take a course in mind reading online to be able to interpret the power of the unwritten word"

Unlike the face to face environment where you can read a person by verbal and non verbal cues, the online environment involves taking cues from the printed word. No print, no cues and the interpretation depends upon how you are feeling in your own space and time. Given that that time is precious it may mean different things to different people.

We are all busy people, and into our busy world we have included a common goal to work towards attaining the ICT Pedagogical Licence advanced. I assume this community is formed to support and assist us in achieving that common goal and is there for sharing and leading us to reflect upon and improve upon our teaching pedagogy, model good teaching practice and be open to new ideas.

Let us all then reflect upon the power of the written word and the following two indicators:

PV4: I operate safely, legally and ethically when using ICT and teach and model this practice for students and colleagues

PR1: I initiate professional learning conversations and seek learning opportunities to improve my pedagogy when using ICT

and recognise why we are actually taking part in this community.

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Created on Wednesday, 07/30/2008 6:48 PM by Jan Clewett

Updated on Wednesday, 07/30/2008 6:50 PM by Jan Clewett

Instead of a blog this week I have made these podcasts on the way to work as my reflections

[Podcast_1](#)

[Podcast_2](#)

[Portfolio item 2](#)

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Created on Tuesday, 07/22/2008 9:01 PM by Jan Clewett

Updated on Wednesday, 07/23/2008 7:28 PM by Jan Clewett

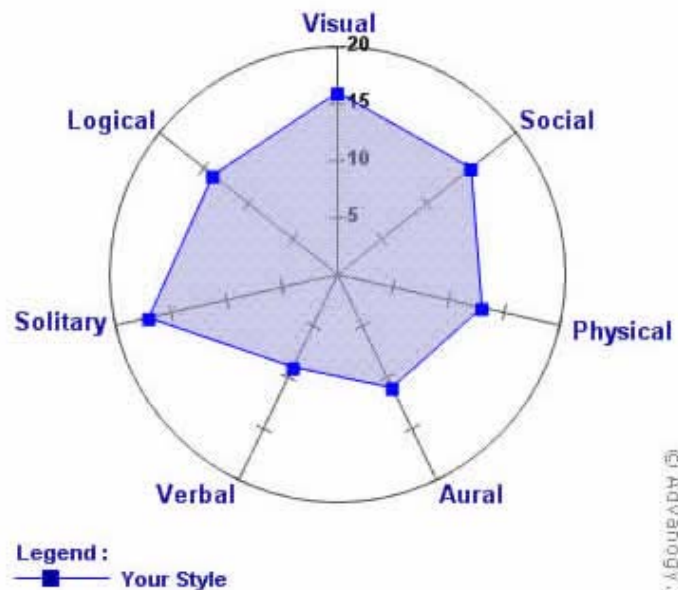
Your results

These are the results of your inventory. The scores are out of 20 for each style. A score of 20 indicates you use that style often.

Style Scores

Visual	16
Social	15
Physical	13
Aural	11
Verbal	9
Solitary	17
Logical	14

Memletic Learning Styles Graph:



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Question 1: Assess your learning style.

- I am a very visual learning. From early memories in the days of old when I studied at primary school, I remembered the images on the text book pages and the text that went with it. Some of those images are still very clear in my mind. Vasco da Gama and his sailing ship, Van Dieman's Land, Christopher Columbus. Who else remembers those days of rote learning? With my visual memory I was so good at it. Amazing really as they were pretty inferior images to the ones we have now with animations etc.
- At secondary school, again it was handy. I studied Art and we would have to recreate sketches of paintings in exams. I would study those paintings and pick out all the tiny little things within. That helped me so much when it came to recreating what I had to. It wasn't that I was that great at drawing, I just had an incredible eye for detail which got me good marks.
- At university, I studied by layout text and dot points. I could remember clearly the page by page order of information. I don't think I ever had a photographic memory but unless I had a text book in front of me, lectures didn't quite cut it. For me to listen, I have to really focus on the person and watch their mouth, look for expressions and gestures.

Before this time I really haven't reflected on these points but I know now why I spend so much time on layout and navigation with my websites and learning materials because that's how I learn!! I use colour and images so I can group together text so I can understand and remember.

Question 2: Why would it be important for the community members to be aware of your learning style?

- For community members this will give them an insight into ways they can structure their communication with me. When I study, material must be easy for me to scan, the layout clear, because I take in so much through visual imagery and I really like to scan. My mind is fast and connects what is in between without the need for too many words. I get bored with dreary things.

Question 3: Identify what you could do with your learning style to strengthen your online learning outcomes and maximize your chances of success?

- I love online learning. I love choosing my own materials. I bypass websites with material that looks boring, cluttered and hard to read in preference for sites that are easy to scan and show good framework. It is not the size of the information site, but the ease of finding what I what to know about that is important to me. I enjoy interactive sites as I am learning by interacting and doing. Add a bit of sound in the form of podcasts and screencasts and I am hooked.

Question 4: What is one item you will use for your Advanced Pedagogical Licence?

[Lorikeet Lodge webquest](#): A business and IT webquest prepared as an assessment item for my Masters in Education Technology.

> [Comments \(1\)](#)



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